



# STATEWIDE INDICATORS OF EDUCATION SYSTEM HEALTH AND CONDITIONS FOR LEARNING

*2024 Summary Report and Recommendations*



The Washington State  
**BOARD OF EDUCATION**

*The mission of the State Board of Education is to cultivate an equitable and inclusive K-12 education system that fulfills our vision of every student being empowered with the knowledge and skills they need to thrive in a changing world.*



# The Washington State **BOARD OF EDUCATION**

## **Our Vision and Mission**

The mission of the State Board of Education is to cultivate an equitable and inclusive K-12 education system that fulfills our vision of every student being empowered with the knowledge and skills they need to thrive in a changing world.

This means helping students develop a strong foundation in core subjects; equipping them with practical, applying real-world skills in various contexts; and nurturing their passions to facilitate both personal and academic growth. Our goal is to ensure that students are well prepared for what comes next, whether that means community involvement, continuing their education, or starting their careers.

## **Acknowledgements**

The SBE is pleased to acknowledge and thank our partner agencies for their assistance with portions of this work. The input and support the Board received from other state agencies and organizations greatly improved this work and promoted further alignment of strategic planning across educational agencies.

Workforce Training and Education Coordinating Board (WTECB)

Education Opportunity Gap Oversight and Accountability Committee (EOGOAC)

Washington Student Achievement Council (WSAC)

Washington State Board of Community and Technical Colleges (SBCTC)

Department of Children, Youth, and Families (DCYF)

Education Research and Data Center (ERDC)

Community Center for Education Results (CCER)

Learning Policy Institute (LPI)

The Board also appreciates the technical assistance provided by the Assessment and Student Information department in the Office of Superintendent of Public Instruction and the Education Research Data Center in the Office of Financial Management in preparing the data analyzed in this report.

Please direct questions regarding this report to the following SBE staff:

Andrew J. Parr, Ph.D., Research Director

Washington State Board of Education

[Andrew.Parr@K12.wa.us](mailto:Andrew.Parr@K12.wa.us)

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# STATEWIDE INDICATORS OF EDUCATION SYSTEM HEALTH 2024 SUMMARY REPORT AND RECOMMENDATIONS

## Executive Summary

The Indicators of Educational System Health, established in 2013 by the Washington State Legislature, create a common framework upon which to evaluate the overall health of the educational system and for state agencies to align with in strategic planning. The Washington State Board of Education (SBE) reports on the health of Washington’s educational system every two years. The six indicators specified in statute are intended to provide a high level snapshot of the condition of our education system, but do not provide a complete picture of the health of Washington’s educational system.

The Board has two responsibilities in completing this report. First, to report on the state’s progress in meeting the goals established for each indicator and second, to recommend appropriate reforms to bolster the outcomes of the indicators where we are not on track to achieving the goals. In each case, we engage in this work collaboratively with our partner agencies, which helps ensure that all partners in the educational governance landscape are sharing common strategies and working toward common goals.

After resetting the annual targets and for the All Students group, only two of the six indicators met or exceeded the annual target.

Indicator	How it's measured	Most Recent Data	Most Recent School Year	Met the Reset Annual Target
Kindergarten Readiness	Percentage of students who demonstrate the characteristics of entering kindergarteners in all six domains of the WA Kindergarten Inventory of Developing Skills (WA KIDS)	2024	57.9%	No
4th Grade Reading	Percentage of students Meeting or Exceeding standard on the 4th Grade statewide reading assessment	2024	48.5%	No
8th Grade Math	Percentage of students Meeting or Exceeding standard on the 8th Grade statewide math assessment	2024	33.5%	No
High School Graduation Rate	The percentage of students graduating using the On-Time (4-Year) adjusted cohort graduation rate (ACGR)	2023	83.6%	Yes
Readiness for College Coursework (4-Year)	The percentage of high school graduates who enroll in public post-secondary institutions and are not required to take precollege or remedial courses in English or math	2021	92%	Yes
Readiness for College Coursework (2-Year)	The percentage of high school graduates who enroll in public post-secondary institutions and are not required to take precollege or remedial courses in English or math	2021	78%	Yes
Post-Secondary Engagement (Q2)	Percentage of high school graduates who are enrolled in postsecondary education, training or are employed in the 2nd and 4th quarters after graduation	2021	77.4%	No
Post-Secondary Engagement (Q4)	Percentage of high school graduates who are enrolled in postsecondary education, training or are employed in the 2nd and 4th quarters after graduation	2021	78.2%	No

The All Students group did not meet the reset annual targets on the Kindergarten Characteristics, 4<sup>th</sup> Grade Reading, 8<sup>th</sup> Grade Math, and Postsecondary Engagement indicators. Therefore, the SBE is making the following evidence-based recommendations.

**Increase investments to expand high quality, publicly funded learning opportunities including early learning, extended day, summer learning opportunities and extracurricular activities, and other supports necessary to ensure equitable access.**

**Provide equitable access to evidence-based early literacy programs and high-quality science education opportunities.**

**Provide funding for school districts and local educational agencies to annually offer a comprehensive assessment of school climate.**

Approximately 1.2 million students attended one of the nearly 3000 public and private schools in the 2023-24 school year. This report focuses only on the 1.1 million students in the Washington K-12 public school system. A little more than one-half of the public school students in Washington identify as Non-White, and of all the K-12 students in public schools, approximately one-half are from low-income households.

Circumstances related to the COVID-related physical closure of school buildings negatively affected all students but impacted students of color and other systemically marginalized students to a greater degree than other students. A [report](#) released by the National Center for Education Statistics (NCES) describes in detail the negative educational impacts to students of color and the most systemically marginalized students.

Upon returning to the classroom, educators here in Washington found that student learning had not progressed at rates comparable to those of prior school years. The recently reported spring 2024 statewide assessment results show that student learning in math increased a small amount from the previous assessment administration but the reading results declined a small amount. Student performance on both the reading and mathematics statewide assessments remain approximately six to 12 percentage points lower than the pre-pandemic levels for the All Students group depending on content area and grade level (Table 1).

Table 1: shows the percentage of students meeting standard on the Smarter Balanced assessments prior to the COVID pandemic and for the most recent administration by grade level.

	Pre-pandemic Spring 2019 ELA	Spring 2024 ELA	ELA Change*	Pre-pandemic Spring 2019 Math	Spring 2024 Math	Math Change*
Grade 3	55.4	47.7	-7.7	58.0	51.1	-6.9
Grade 4	56.9	48.5	-8.4	54.0	47.8	-6.2
Grade 5	60.4	52.3	-8.1	48.3	41.8	-6.5
Grade 6	56.9	46.4	-10.5	46.8	37.3	-9.5
Grade 7	60.6	49.5	-11.1	48.7	37.8	-10.9
Grade 8	58.0	47.1	-10.9	45.8	33.5	-12.3
Grade 10	69.7	60.1	-9.6	40.2	29.9	-10.3

\*Note: we compute the change as the spring 2024 value minus the spring 2019 value. The negative values mean the pre-pandemic values are higher than the spring 2024 values.

The COVID pandemic showed us the degree to which the statewide accountability and recognition system is dependent on traditional educational outcome measures, like those the SBE is to report on here. To develop a clearer image of Washington’s educational system health, the SBE engaged with the Learning Policy Institute (LPI) to expand the indicators of the educational system health to include input and process measures that collectively define the “conditions for learning”. These opportunity-to-learn measures better support our state’s accountability and recognition system of continuous improvement in K-12 education.

We continue to seek to better align what the state measures in the accountability and recognition processes with both the ambitious educational goals the state has set for its education system and the best available evidence about how to achieve those goals effectively and equitably. This new approach will provide cohesive information about the provision of resources, how students are experiencing learning, and students’ progress toward more robust and meaningful measures at the school building, school district, and state levels. These measures will help identify what actions are needed to ensure that students have sufficient learning opportunities and that the system is operating effectively and equitably. In addition, these practices and actions will create a public school system that is increasingly able to evolve and adapt to better focus on strengthening the educational achievement of all students. Find more about this in the recently adopted [2024-2028 SBE Strategic Plan](#).

This is the seventh report on the Indicators of Educational System Health. As you read this report, be mindful that this process is not merely to report on the results of each indicator, but to make recommendations about appropriate reforms in the system. This summary report assumes some prior knowledge of the previous educational system health reports to the legislature, the Washington educational system, and educational systems in general. You can

find the previous reports and other important information about the [educational system health](#) on the SBE website.

## Background Information

In consultation with staff from other state education agencies<sup>1</sup>, the State Board of Education (SBE) reports on the statewide indicators of educational system health every two years. [Legislation](#) passed in the 2013 directs the SBE to recommend evidence-based reforms to improve the outcomes if one or more indicators are not performing to the desired level. The intent of the legislation was to help the legislature understand whether reform efforts and investments are supporting positive progress in the overall education of students and whether adjustments are necessary. We believe the six indicators of educational outcomes codified in [RCW 28A.150.550](#) are insufficient in measuring the educational system health.

Through the spring 2019 statewide assessment administration, most of the indicators improved over the prior two or three years, but the improvements were small. Unfortunately, large and persistent opportunity and achievement gaps based on race, household income, and other characteristics occur throughout the educational system in Washington and across the nation. In Washington, some of the gaps are decreasing but some opportunity gaps are increasing.

The unit of analysis of this report is the statewide Washington educational system, not student groups. The authorizing legislation requires that we report on the performance of the indicators by the student groups used for federal reporting, but only at the state level. We report on and use the performance of student groups to quantify the degree to which educational outcome disparities permeate the educational system. In other words, the analysis here is about educational system success or failure to meet the needs of student groups in attaining the statewide goals. The disparate educational outcomes identified in this report and slow progress in reducing gaps represent a system failure that requires systemic changes.

In reporting group performance, we are not implying any deficit, shortcoming, or merit of any particular student group. We report on the performance of student groups to identify and address the educational outcome disparities throughout the educational system, which the Board contends, results from [systemic societal inequities](#). The purpose of this report is to identify systemic issues that lead to the persistent disparate educational outcomes we find in this analysis and to recommend evidence-based policy changes to address those systemic issues and to move our educational system to meet long-term statewide goals.

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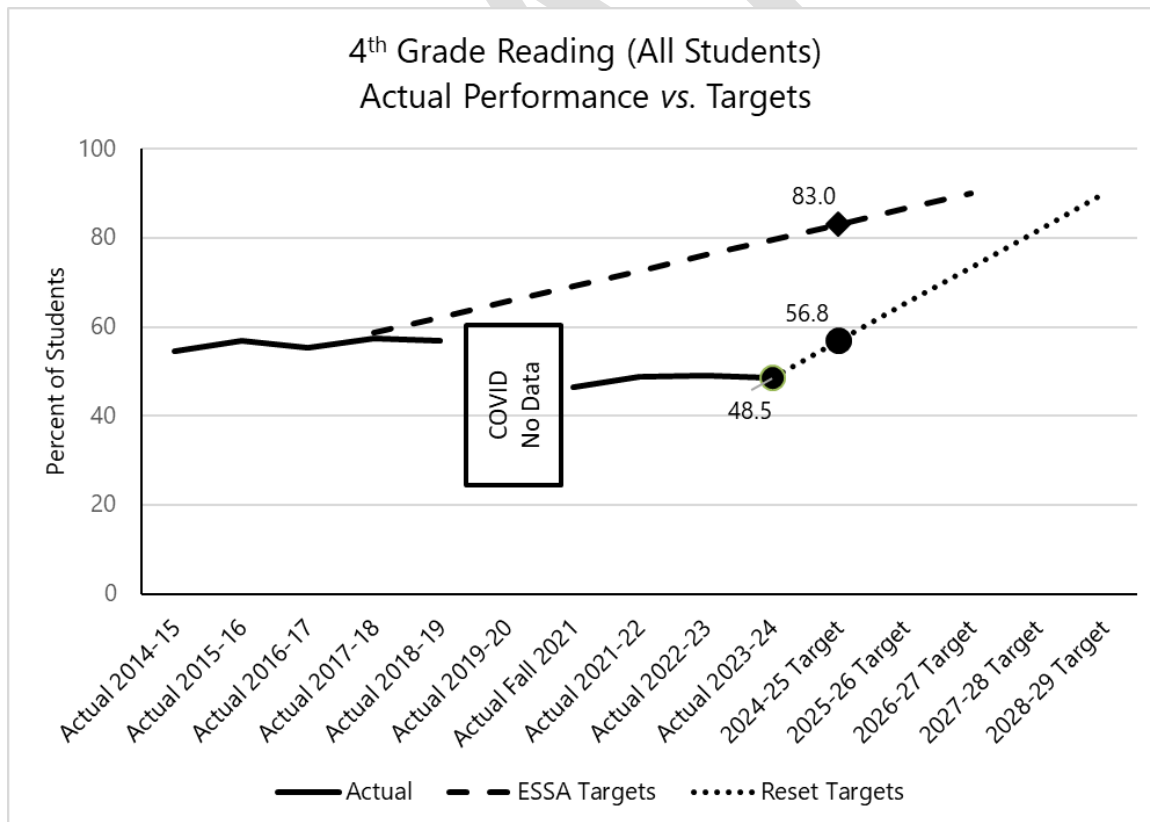
<sup>1</sup> Office of the Superintendent of Public Instruction, Workforce Training and Education Coordinating Board, Education Opportunity Gap Oversight and Accountability Committee, Washington Student Achievement Council, Washington State Board of Community and Technical Colleges, Department of Children, Youth, and Families, Education Research and Data Center, Professional Educator Standards Board, and Office of the Governor.

## Status of the Statutorily Required Indicators

For this and future reports, the SBE is will report on reset annual targets for a couple of reasons. First, the physical closure of school buildings in response to the COVID pandemic resulted in unprecedented declines in some educational outcome measures that have yet to return to pre-pandemic levels. Second, the ESSA long-term goals in the ESSA State Accountability Plan were extended by two years in response to the COVID pandemic-related school closures. Additional information about the resetting of targets is included in Appendix A.

The reset targets retain the 90 percent endpoint goal but pushed the attainment of that goal out two years to the 2028-29 school year to match the change in Washington’s ESSA long-term goals. In resetting the annual goals, we use the prior year as the baseline and the annual steps are recalculated using fewer years to the endpoint goal. This has the effect of moving the actual performance closer to the annual target, but increases the size of the annual step to reach the endpoint goal (Figure 1). Based on the 2024 performance level (48.5 percent), the reset target of 56.8 percent is challenging but achievable, while the obsolete ESSA target of 83.0 percent is not achievable.

Figure 1: shows the obsolete original ESSA targets, reset targets, and actual performance on the 4<sup>th</sup> Grade Reading indicator for the All Students group.



Note: in the spring 2020, all public schools were physically closed and remote instruction was provided. The OSPI cancelled the spring 2020 statewide assessment administration, which resulted in no data.

Statewide and prior to the COVID pandemic, the educational system was showing some improvements on five of the six required indicators of system health for the All Students group (Table 2). However, educational outcome disparities based on race, ethnicity, and program participation are widespread, and even when indicators are improving they are rarely improving quickly enough to address gaps within a reasonable timeframe.

- The most recent statewide performance (fall of the 2023-24 school year) on the Kindergarten Characteristics indicator as measured by the Washington Kindergarten Inventory of Developmental Skills (WaKIDS) whole-child assessment is up 3.7 percentage points since the 2019-20 administration. However, the percentage of Native American, Hispanic, and Pacific Islander children demonstrating the characteristics of kindergarteners was approximately 21 to 25 percentage points lower than the highest performing student group. The performance for the All Students group on the most recent administration was approximately 1.4 percentage points lower than the reset annual target. None of the student groups met the group's reset annual target.
- On the spring 2024 4<sup>th</sup> grade reading indicator, the performance of five race and ethnicity student groups declined by 0.6 to 3.2 percentage points from the 2022-23 school year. The Native American or Alaskan, Hispanic, Black African American, and Hawaiian or Pacific Islander student groups scored approximately 36 to 49 percentage points lower than the highest performing student group. The performance for the All Students group on the most recent administration was approximately 7.3 percentage points lower than the reset annual target for the 2023-24 school year. None of the student groups met the group's annual target.
- On the spring 2024 8<sup>th</sup> grade math indicator, the performance of five race and ethnicity student groups increased by 0.3 to 2.2 percentage points from the 2022-23 school year. The Native American or Alaskan, Hispanic, Black African American, and Hawaiian or Pacific Islander student groups scored approximately 45 to 52 percentage points lower than the highest student group. The performance for the All Students group on the most recent administration was approximately 8.4 percentage points lower than the reset annual target for the 2023-24 school year. None of the student groups met the group's reset annual target.
- The performance on the High School Graduation measure for the class of 2023 is 1.3 percentage points higher than 2022 graduation rate for the All Students group. The rates for all of the race and ethnicity student groups (except for Hawaiian and Pacific Islanders) were unchanged or increased by 0.2 to 3.7 percentage points. The Native American or Alaskan, Hispanic, Black African American, and Hawaiian or Pacific Islander student groups graduated high school at rates approximately 11 to 21 percentage points lower than the highest performing student group. The performance for the All Students group on the most recent administration was approximately 0.2 percentage points higher than the reset annual reset target. The Native American or Alaskan, Asian, White, and Two or More Races student group met the group's reset annual target.

- Approximately 92 percent of students from the class of 2021 (the most recent for which data is available) enrolling in 4-year institutions enrolled in credit-bearing college courses. In addition, 78 percent of students from the class of 2021 enrolling in 2-year community and technical colleges enrolled in credit-bearing college courses. Both rates are met or exceeded the reset annual target.
- Approximately three of every four graduates from the graduation class of 2021 enrolled in higher education and or employed in the 2<sup>nd</sup> and 4<sup>th</sup> quarters after high school graduation. For the All Students group, these rates are 0.6 to 1.9 percentage points lower than the reset annual targets.

Table 2: shows the status of the six statutorily required indicators of the educational system health for the All Students group. Find the student group performance on each of the indicators in Appendix A.

Indicator	Most Recent School Year	Change from the Previous SY*	Met the Reset Target
Kindergartener Characteristics	57.9	4.8	No
4 <sup>th</sup> Grade Reading	48.5	-0.5	No
8 <sup>th</sup> Grade Math	33.5	1.2	No
High School Graduation	83.6	1.4	Yes
Readiness for College Coursework 4-Year	92	3	Yes
Readiness for College Coursework 2-Year	78	3	Yes
Postsecondary Engagement and Workforce (Q2)	77.4	-0.2	No
Postsecondary Engagement and Workforce (Q4)	78.2	1.3	No

\*Note: change shown as percentage points. The student group performance is based on the reset annual targets described in Appendix A.

Because the All Students group did not meet the annual targets on the Kindergarten Characteristics, 4<sup>th</sup> Grade Reading, 8<sup>th</sup> Grade Math, and Postsecondary Engagement indicators, the SBE is making the following recommendations.

**Increase investments to expand high quality, publicly funded learning opportunities including early learning, extended day, summer learning opportunities and extracurricular activities, and other supports necessary to ensure equitable access.**

**Provide equitable access to evidence-based early literacy programs and high-quality science education opportunities.**

**Provide funding for school districts and local educational agencies to annually offer a comprehensive assessment of school climate.**

**Revised Accountability Framework**

In order to develop a clearer image of Washington’s educational system health, the SBE engaged with the Learning Policy Institute (LPI) to expand the indicators of the educational system to include input and process measures that collectively define the conditions for learning. The intent of this work is to refocus our attention to the goals of basic education and to include opportunity-to-learn measures (educational inputs), which better support our state’s system of continuous improvement in K-12 education.

The shift to establish the conditions for learning represents an effort to provide tools that the SBE and our educational partners at every level of the system can use to inform policies and practices for achieving those goals as well as to monitor the state’s progress toward them. Rather than focusing only on the extent to which a limited set of traditional student outcome goals are being met, the new approach will provide cohesive information about the resources being provided, how students are experiencing learning, and students’ progress toward more robust and meaningful outcome measures at the building, district, and state levels.

The six key elements and 18 possible indicators we introduced in the 2022 biennial report provide evidence as to the degree to which the K-12 system is supporting students in developing age-appropriate foundational skills, which prepare them for their next steps in life.

The current system health indicators do little to help us understand how well Washington’s educational system is preparing high school graduates for their postsecondary option of choice. The key elements and indicators have the capacity to provide meaningful insight on what schools are providing and how well schools are supporting the development of the skills and abilities comprising the Washington Profile of a Graduate.

When fully operationalized, the indicators of the conditions for learning are reportable at the state, district, and school levels, resulting in an integrated system connecting the SBE roles in accountability, school recognition, and educational system health. The new indicators of the conditions for learning capture progress and areas in need of improvement at the building, district, and state levels.

A healthy, equitable, and effective educational system exemplified by exceptional conditions for learning result when the state-, district, and school levels are working as intended. Short-, medium-, and long-term results are expected to improve.

This revised model will not replace the federal accountability and reporting required under the ESSA that relies almost entirely on traditional educational outcomes, such as assessment results and high school graduation rates. Rather, those measures are incorporated into a more comprehensive model that preliminarily identifies six key elements and 18 indicators

characterizing the conditions for learning for Washington students. Find the key elements and indicators in Figure 2.

Figure 2: shows the six key elements and the 18 indicators characterizing the conditions for learning.

<b><i>For Consideration: Potential Continuous Improvement Elements and Indicators Table</i></b>	
<b>For Consideration: Potential Elements of the Education System</b>	<b>For Consideration: Potential Indicators of the K-12 Education System</b>
<b>Ample and equitably distributed resources</b>	Ample funding to meet the needs of all students, including those furthest from opportunity Resources, staff, and programming to address learning barriers for students Appropriate materials, staff, and facilities for learning
<b>Well-prepared, diverse, and stable education workforce</b>	Well-prepared and supported educators Diverse, culturally responsive educators Stable, experienced educators
<b>Opportunities for powerful and meaningful learning</b>	A rich curriculum in a broad course of study (e.g., math, English language arts, science, civics and history, world languages, visual and performing arts, physical education etc.) Social, emotional, and academic learning in instruction and assessment Culturally affirming and linguistically responsive instruction
<b>Positive, supportive, and enriching learning environments</b>	Positive school culture and climate Integrated student supports Expanded and enriched learning time and opportunities
<b>Active engagement</b>	Student engagement, inclusion, and participation in learning Educator engagement Family, caregiver, and community partner engagement
<b>College, career, and civic readiness</b>	College, career, and civic readiness Extended-year graduation rates Post-secondary persistence into employment or education after high school

## Conclusion

Despite some improvements, Washington has failed to meet the annual targets for the statewide indicators of the educational system health. More concerning, gaps continue to persist and the state has so far failed to eliminate the predictability and disproportionality in student outcomes by race, ethnicity, and socioeconomic status. Clearly, more work needs to be done, and the overarching recommendation in this report will help.

The SBE convened an accountability workgroup to explore the merits of and recommend additional indicators reflective of the current educational environment and our evolving and deeper thinking on measuring students' opportunity to learn. The Technical Advisory Committee (TAC) members generally concurred that the six key elements in figure 2 address the broader aspect of the conditions for learning. Further, the TAC broadly, but not unanimously, agreed that the 18 potential indicators will be effective in quantifying the conditions for learning, but added that specific measures will need to be developed and new collections initiated.

The OSPI, PESB, and the ERDC currently collect some data that could be used for some of the indicators. In addition, the SBE's Annual Basic Education Collection provides data that addresses various aspects of some of the indicators. A statewide school climate collection would provide yet more information on aspects of the six key elements recommended as part of the revised accountability system. Finally, schools and school districts create and update annual improvement plans, which might serve as a source of information for some of the recommended indicators. In the SBE's 2022 report on the Educational System Health, we recommend that the Statewide Indicators of the Educational System Health reporting shift emphasis from reporting on the six traditional educational outcome measures to reporting on the six key elements collectively defining the conditions for learning. We continue to work toward full operationalization of reporting on the conditions for learning.

The full report, previous reports to the legislature, and other information about the [educational system health](#) are on the SBE website. The SBE adopted the new 2024-2028 strategic plan in 2024, which provides a more complete set of recommended system reforms.

## Appendix A: Statewide Indicators of the Educational System Health

### ANNUAL TARGET SETTING

For this and future reports, the SBE is will report on reset annual targets for a couple of reasons. First, the physical closure of school buildings in response to the COVID pandemic resulted in unprecedented declines in some educational outcome measures that have yet to return to pre-pandemic levels. Second, the ESSA long-term goals were extended by two years in response to the COVID pandemic-related school closures.

The reset goals retain the 90 percent endpoint target but push the attainment of that goal to the 2028-29 school year like Washington’s ESSA long-term goals. The annual goals are reset using the prior year as the baseline and the annual steps are recalculated using fewer years to the endpoint goal. This has the effect of moving the actual performance closer to the annual target, but increases the size of the annual step. See the example below.

Figure A1.a shows the original ESSA long-term goal and annual steps for the 4<sup>th</sup> Grade Reading indicator. The idea is that all student groups are expected to meet the 90 percent endpoint goal in the 2026-27 school year and that student groups performing lowest must make greater gains each year as compared to the higher performing groups.

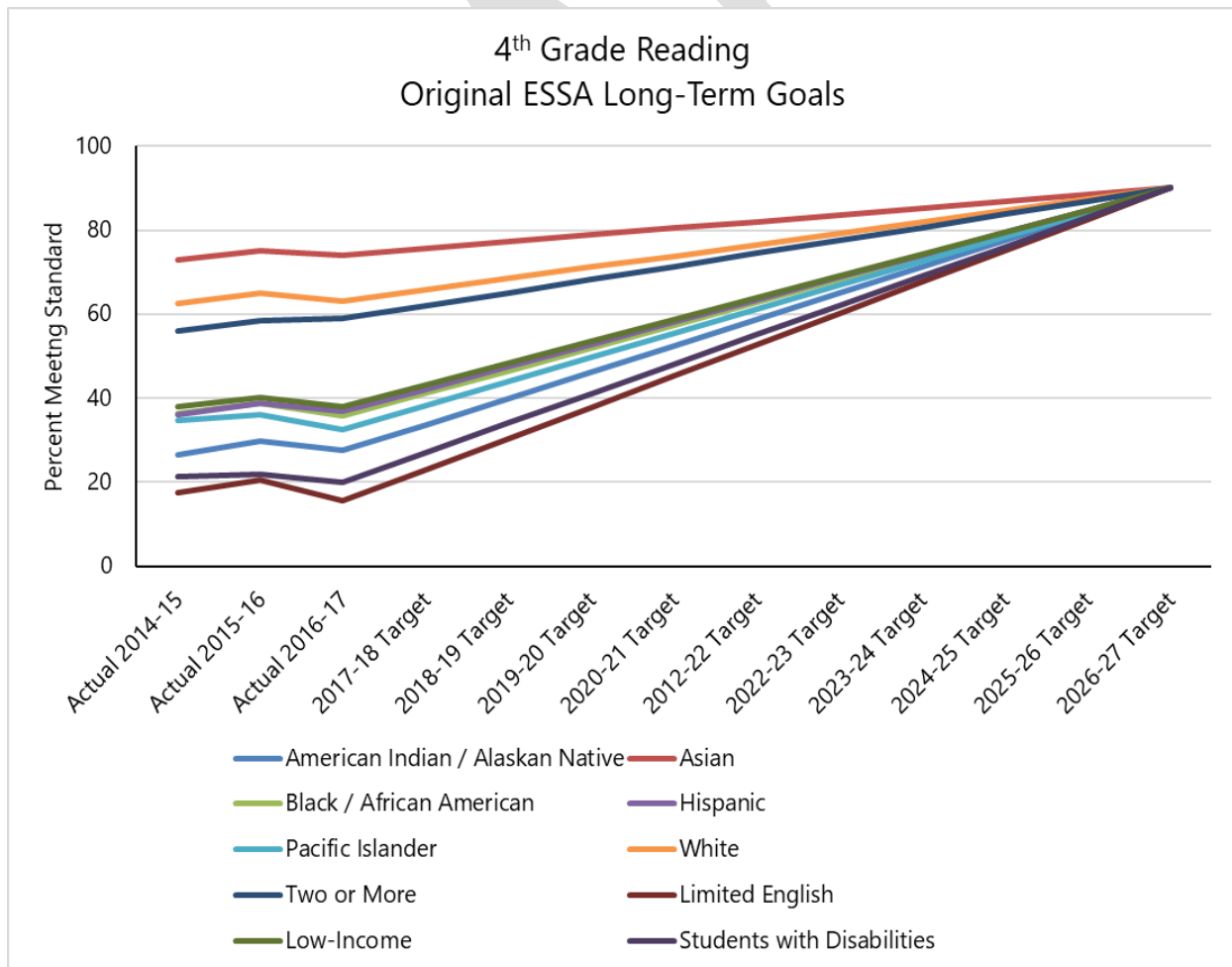


Figure A1.b shows the original annual outcomes for the 4<sup>th</sup> Grade Reading indicator and the annual targets over time. The takeaways include the following.

- The percent of 4<sup>th</sup> grade students meeting standard on the statewide reading assessment increased a little through the 2018-19 administration.
- The 90 percent endpoint goal is extended two years through the 2028-29 school year to align with the Washington ESSA long-term goals.
- After the COVID-related closure of school buildings, test results were lower for all student groups and increased a little through the spring 2023 administration.
- The spring 2023 result for every student group was far below the annual target and is 20 percentage points lower than the spring 2024 annual target for nearly all student groups.
- Meeting the 2024 annual target is virtually impossible for every student group.

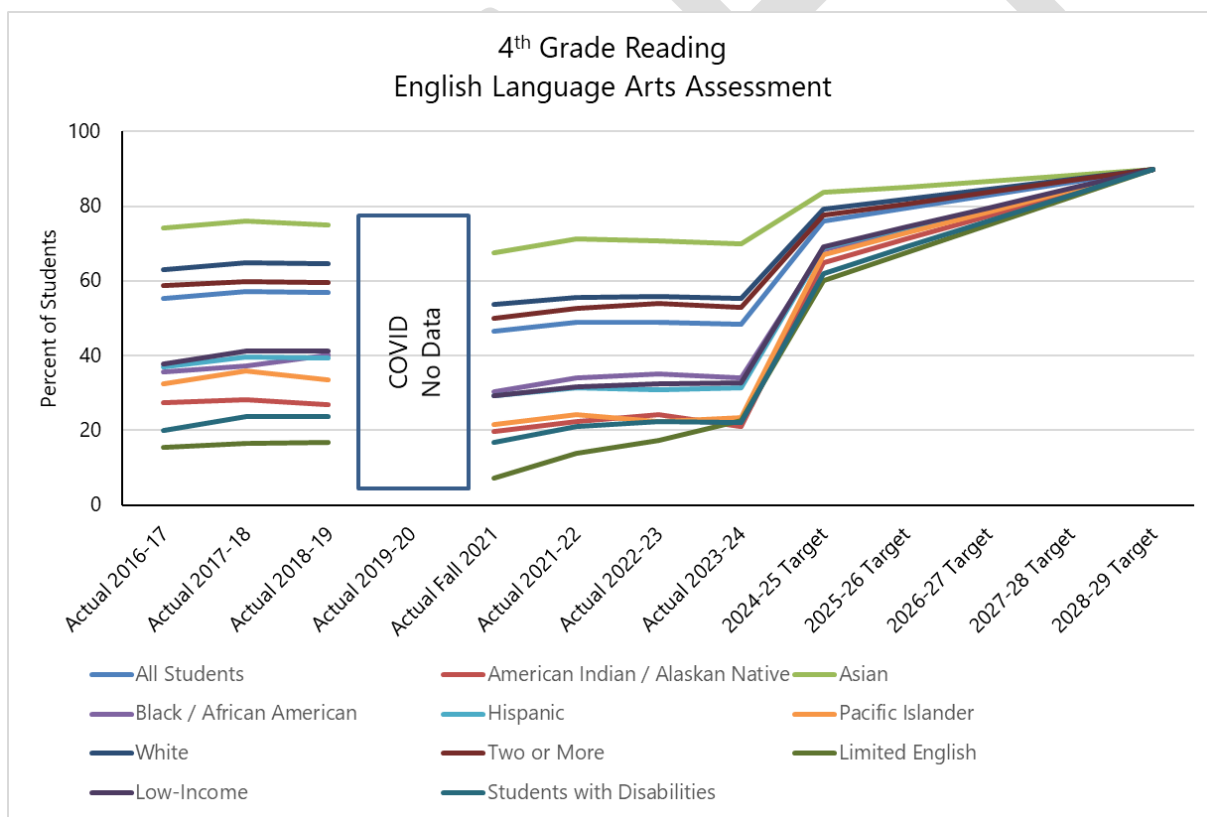
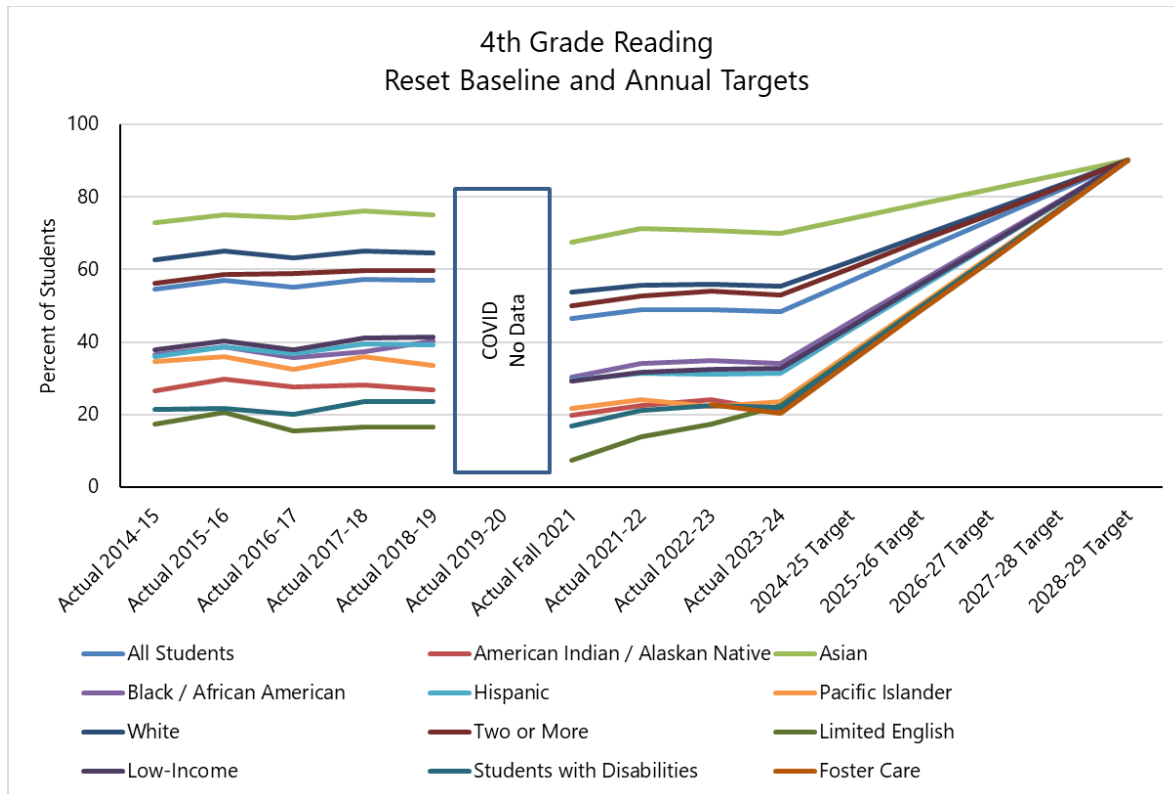


Figure A1.c shows the annual performance over time on the 4<sup>th</sup> Grade Reading indicator and the annual targets after resetting baseline. The takeaways include the following.

- The 90 percent endpoint goal for the 2028-29 school year aligns with the Washington ESSA long-term goals.

- After resetting baseline, the annual steps for each student group increases, but the trajectory to the 90 percent endpoint goal is more achievable.



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## STATUS OF THE STATEWIDE INDICATORS

### KINDERGARTEN CHARACTERISTICS

We measure the Kindergartener Characteristics indicator through the [Washington Kindergarten Inventory of Developmental Skills](#) (WaKIDS). The measure is the percentage of young children demonstrating the characteristics of entering kindergarteners in the six domains of the WaKIDS. The WaKIDS assesses kindergartener characteristics on social-emotional, physical, cognitive, language, literacy, and mathematics domains.

After resetting the baseline and adjusting annual targets to meet the 90 percent endpoint goal in 2029, none of the student groups met the group's annual target. The most recent results and reset annual targets are shown on Table A1 and Figure A2-A3.

Table A1: shows the percentage of young children demonstrating the characteristics of entering kindergarteners in the six domains of the WaKIDS by student group and by year.

<b>Kindergartener Characteristics Demonstrating All Six WaKIDS Domains</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2023-24 Reset Target</b>
<b>All Students</b>	<b>N.D.</b>	<b>54.5</b>	<b>53.1</b>	<b>57.9</b>	<b>59.3</b>
American Indian / Alaskan Native	N.R.	40.6	40.9	47.4	50.7
Asian	N.R.	65.7	64.5	68.3	69.6
Black / African American	N.R.	50.0	45.5	52.6	54.4
Hispanic / Latinx	N.R.	39.5	39.1	44.5	49.3
Native Hawaiian or Pacific Islander	N.R.	38.5	35.0	43.5	46.0
White	N.R.	60.5	59.1	63.0	65.3
Two or More Races	N.R.	57.1	56.9	62.2	63.5
Limited English	N.R.	36.6	32.9	38.4	44.3
Low-Income*	N.R.	41.1	39.8	46.1	49.8
Students with Disabilities	N.R.	29.9	29.6	32.7	41.7
Female	N.R.	58.1	56.7	61.9	N.R.
Male	N.R.	51.1	49.7	54.0	N.R.
Gender X	N.R.	44.2	43.3	64.4	N.R.
Foster Care	N.R.	N.R.	N.R.	N.R.	N.R.
Homeless	N.R.	35.4	34.1	37.3	N.R.
Migrant	N.R.	26.0	26.4	31.1	N.R.

\*Notes: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. N.R. means not reported. Data from the Washington State Report Card.

Figure A2: compares the reset targets to the ESSA targets for the All Students group for the Kindergarten Characteristics indicator.

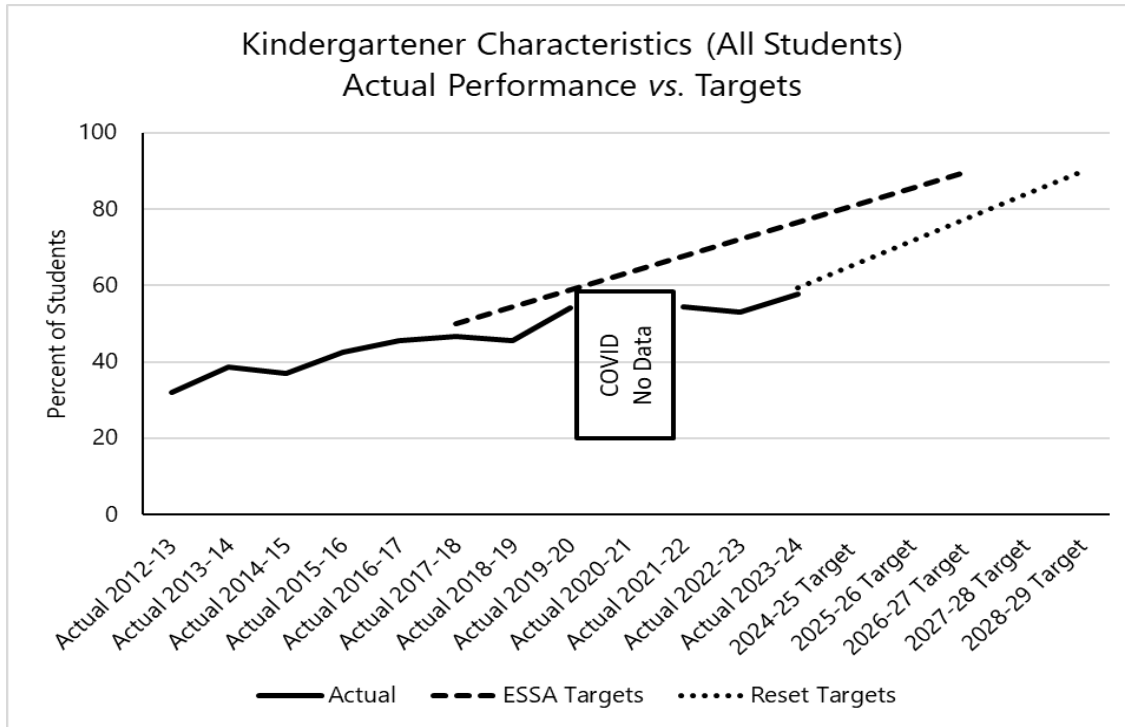
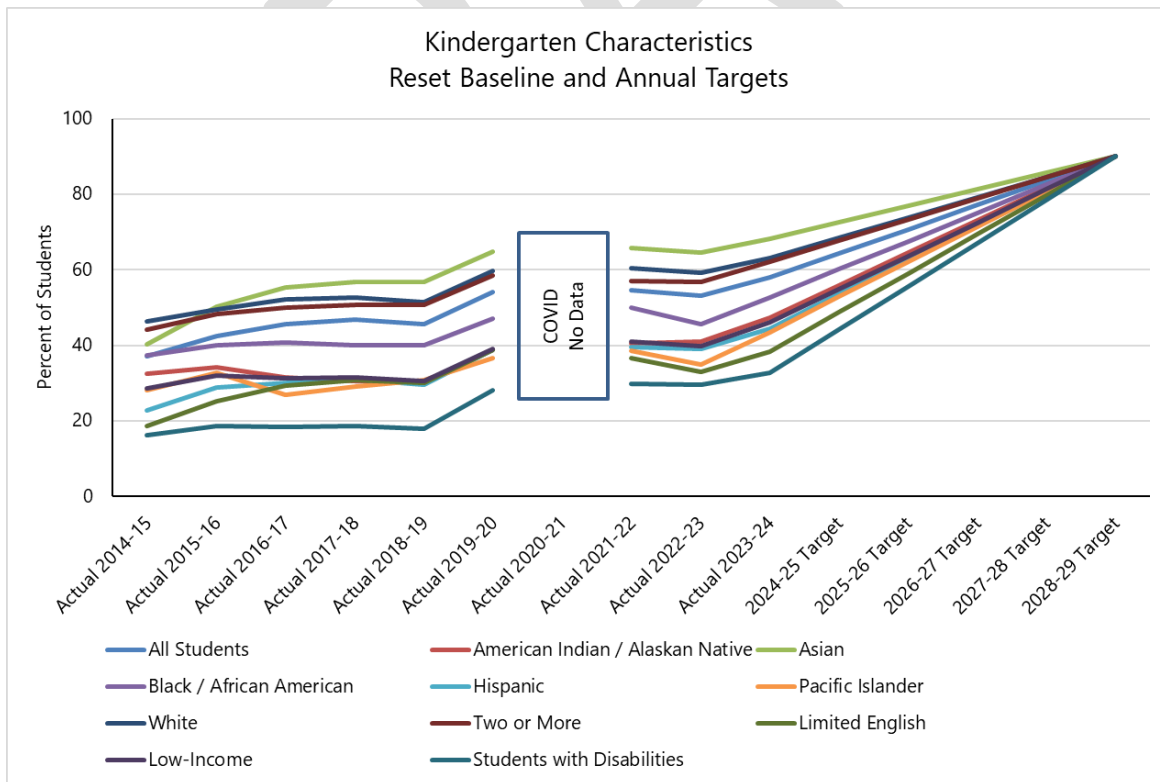


Figure A3: shows the annual targets and endpoint goal for the Kindergarten Characteristics indicator.



#### 4<sup>TH</sup> GRADE READING

The indicator is the percentage of 4<sup>th</sup> grade students meeting or exceeding standard on the 4<sup>th</sup> grade English/language arts assessment developed by the Smarter Balanced Assessment Consortium (SBA). The outcome measures for the spring 2024 assessment administration remain lower than the pre-pandemic levels for all student groups.

After resetting the baseline and adjusting annual targets to meet the 90 percent endpoint goal in 2029, none of the student groups met the group’s annual target. The most recent results and reset annual targets are shown on Table A2 and Figure A4-A5.

Table A2: shows the percentage of 4<sup>th</sup> grade students meeting or exceeding standard on the 4<sup>th</sup> grade English/language arts statewide assessment by student group and by year.

<b>4<sup>th</sup> Grade SBA ELA</b>	<b>Prepandemic 2018-19</b>	<b>Actual 2021-22</b>	<b>Actual 2022-23</b>	<b>Actual 2023-24</b>	<b>2023-24 Reset Target</b>
<b>All Students</b>	<b>56.9</b>	<b>48.9</b>	<b>49.0</b>	<b>48.5</b>	<b>55.8</b>
American Indian / Alaskan Native	26.9	22.5	24.2	21.0	35.1
Asian	75.1	71.2	70.7	70.0	73.9
Black / African American	40.3	34.1	35.0	34.1	44.2
Hispanic or Latinx	39.3	31.4	31.0	31.4	40.8
Native Hawaiian or Pacific Islander	33.6	24.2	22.2	23.5	33.5
White	64.6	55.7	55.9	55.3	61.6
Two or More Races	59.7	52.8	53.9	52.9	59.9
Limited English	15.5	13.8	17.4	22.6	29.5
Low-Income*	40.8	31.6	32.4	32.7	42.0
Students with a Disability	24.4	21.1	22.4	22.1	33.7
Female	60.3	52.0	51.6	51.8	N.R.
Male	53.6	45.9	46.5	45.3	N.R.
Gender X	27.3	53.6	53.4	56.9	N.R.
Foster Care	N.R.	N.R.	N.R.	25.2	34.0
Homeless	30.5	22.5	21.8	20.8	N.R.
Migrant	25.1	19.7	18.9	17.8	N.R.
Section 504	N.R.	N.R.	N.R.	51.8	N.R.

\*Notes: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. means not reported. Data from the Washington State Report Card.

Figure A4: compares the reset targets to the ESSA targets for the All Students group for the 4<sup>th</sup> Grade Reading indicator.

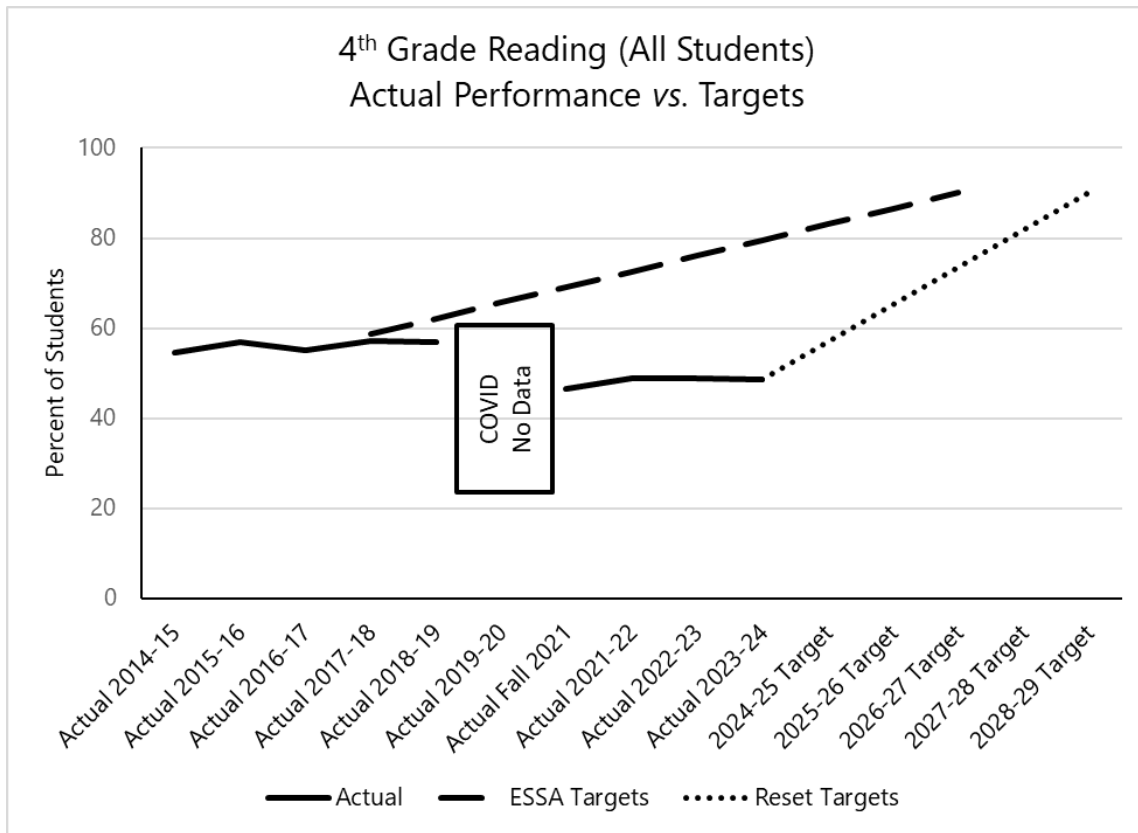
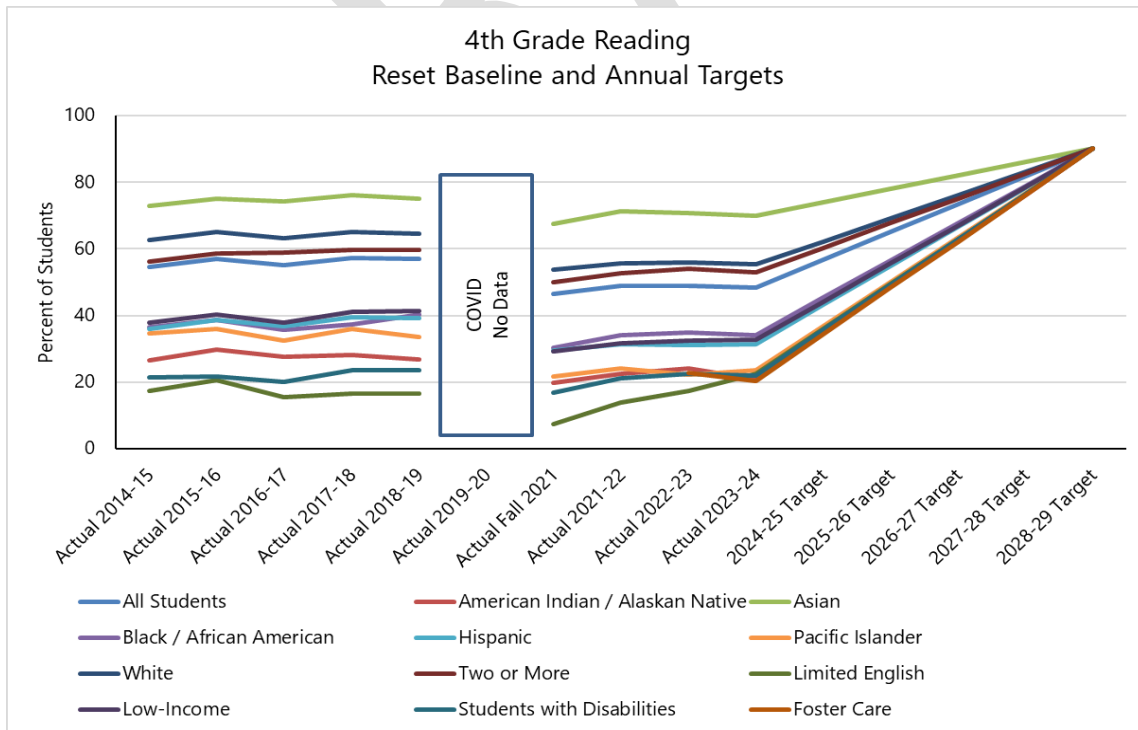


Figure A5: shows the annual targets and endpoint goal for the 4<sup>th</sup> Grade Reading indicator.



## 8<sup>TH</sup> GRADE MATH

The indicator is the percentage of 8<sup>th</sup> grade students meeting or exceeding standard on the 8<sup>th</sup> grade Smarter Balanced Assessment in math. The results for all student groups are lower than the pre-pandemic levels from the 2018-19 school year.

After resetting the baseline and adjusting annual targets to meet the 90 percent endpoint goal in 2029, none of the student groups met the group's annual target. The most recent results and reset annual targets are shown on Table 3 and Figure A6-A7.

Table 3: shows the percentage of 8<sup>th</sup> grade students meeting or exceeding standard on the 8<sup>th</sup> grade math statewide assessment by student group and by year.

8th Grade SBA Math	Prepandemic 2018-19	Actual 2021-22	Actual 2022-23	Actual 2023-24	2023-24 Reset Target
<b>All Students</b>	<b>45.8</b>	<b>32.1</b>	<b>32.3</b>	<b>33.5</b>	<b>41.9</b>
American Indian / Alaskan Native	18.0	11.6	11.6	12.6	24.7
Asian	72.9	61.5	62.2	61.9	66.8
Black / African American	23.6	14.1	15.8	16.4	28.1
Hispanic / Latino	28.3	16.7	16.5	16.8	28.8
Native Hawaiian / Pacific Islander	21.4	9.8	10.9	9.7	24.1
White	52.4	37.9	38.2	39.7	46.8
Two or More	46.0	32.4	33.1	35.3	42.6
Limited English	9.6	5.0	5.4	6.1	19.5
Low-Income*	28.2	16.5	17.5	18.3	29.6
Special Education	9.3	6.2	7.3	8.1	21.1
Female	47.3	31.0	31.0	32.1	N.R.
Male	44.3	33.2	33.5	34.7	N.R.
Gender X	18.2	31.3	34.9	37.0	N.R.
Foster Care	N.R.	N.R.	10.0	5.4	23.3
Homeless	17.1	9.0	9.2	9.8	N.R.
Migrant	21.1	11.0	11.5	10.2	N.R.
Section 504	N.R.	N.R.	N.R.	34.4	N.R.

\*Notes: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. means not reported. Data from the Washington State Report Card.

Figure A6: compares the reset targets to the ESSA targets for the All Students group for the 8<sup>th</sup> Grade Math indicator.

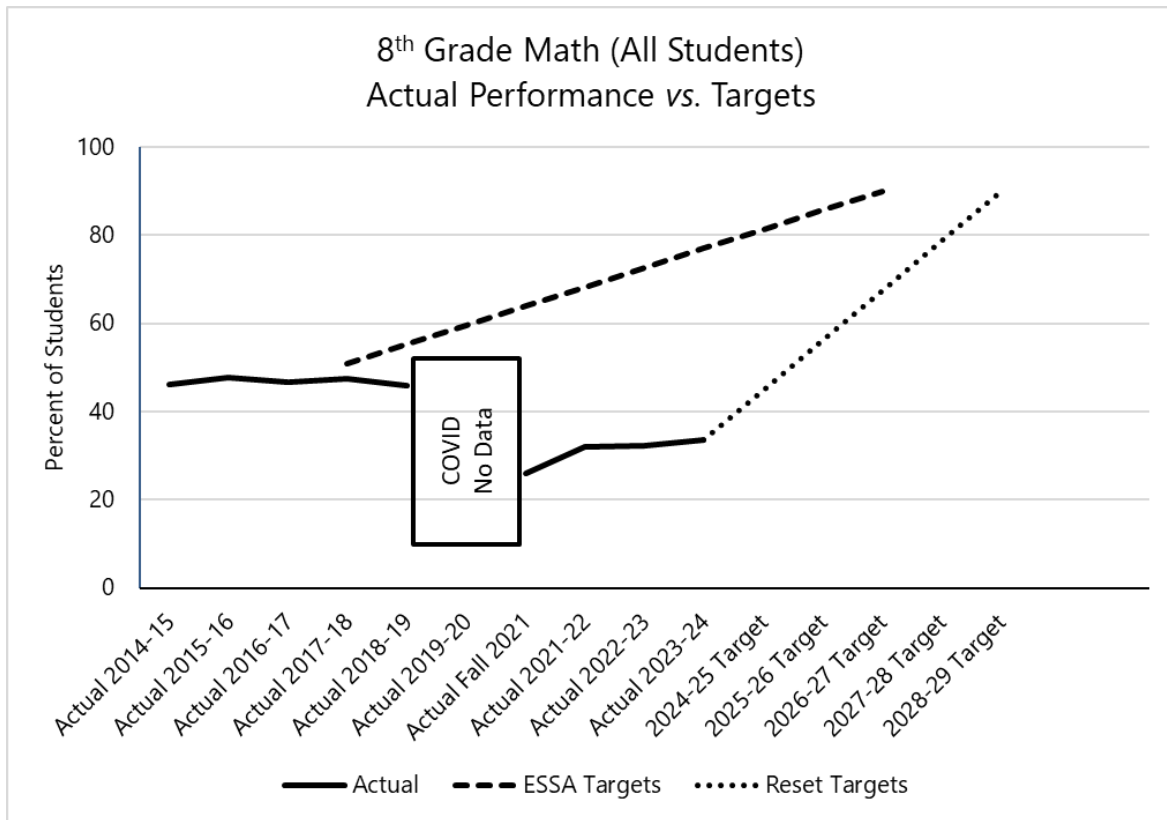
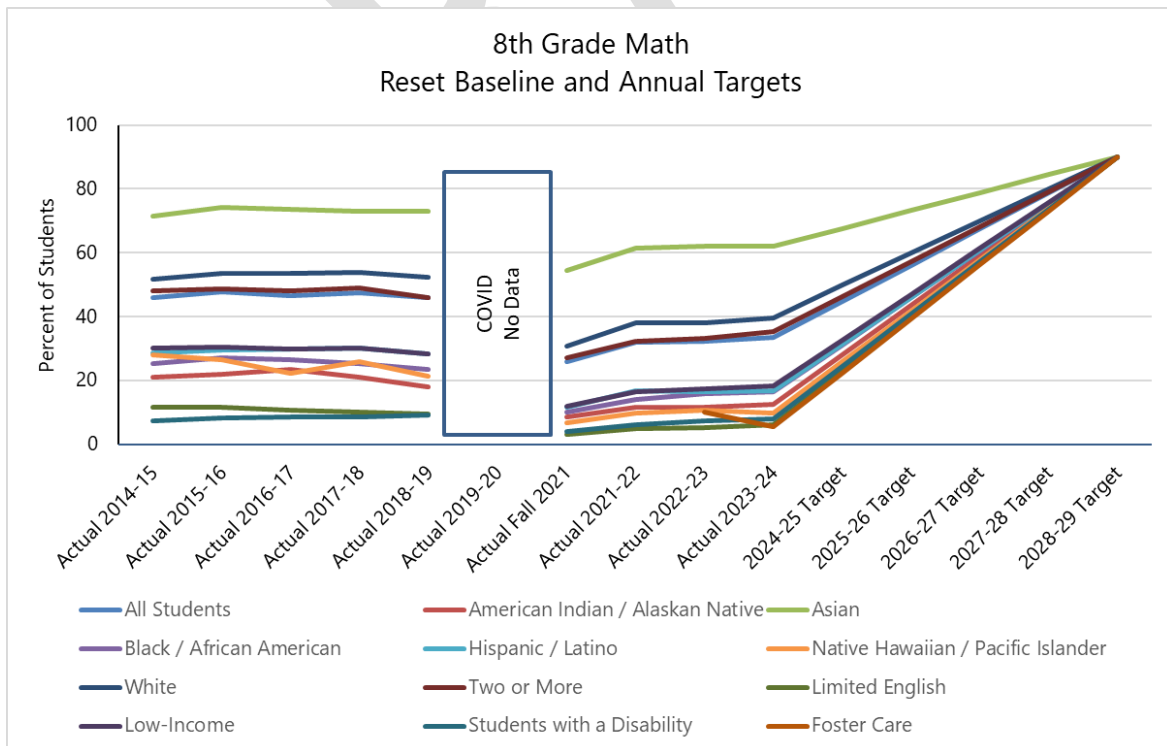


Figure A7: shows the annual targets and endpoint goal for the 8<sup>th</sup> Grade Math indicator.



## FOUR-YEAR GRADUATION RATE

The indicator is the 4-year graduation rate following the Adjusted Cohort methodology. The class of 2023 four-year adjusted cohort graduation rate (ACGR) for Washington was approximately 83.6 percent, which was approximately 1.3 percentage points higher than the class of 2022 and a 2.7 percentage point increase from the corresponding rate for the class of 2019.

After resetting the baseline and adjusting annual targets to meet the 90 percent endpoint goal in 2029, the All Students, Native American or Alaskan, Asian, White, and the Two or More Races student groups met the group's annual target. The most recent results and reset annual targets are shown on Table A4 and Figure A8-A9. Nearly all school districts granting high school diplomas were approved to and granted Graduation Requirement Emergency Waivers (GREW) for the 2020 to 2023 graduation classes.

Table A4: shows the percentage of students graduating in four years by student group and by year.

<b>4-Year Adjusted Cohort Graduation Rate</b>	<b>Class of 2019-20</b>	<b>Class of 2020-21</b>	<b>Class of 2021-22</b>	<b>Class of 2022-23</b>	<b>2022-23 Reset Target</b>
<b>All Students</b>	<b>82.9</b>	<b>82.5</b>	<b>82.3</b>	<b>83.6</b>	<b>83.4</b>
American Indian / Alaskan Native	69.8	67.1	67.8	71.5	70.9
Asian	91.1	92.2	92.0	92.7	92.0
Black / African American	76.3	77.7	81.3	81.3	82.6
Hispanic / Latinx	77.7	77.6	78.5	78.7	80.1
Native Hawaiian / Pacific Islander	77.3	75.3	77.9	76.1	79.7
White	84.7	84.2	82.8	85.1	83.8
Two or More Races	83.9	81.8	83.8	84.7	84.7
Limited English	68.4	68.9	69.8	70.7	72.7
Low-Income*	75.1	73.9	75.3	76.9	77.4
Students with a Disability	64.5	63.9	65.3	66.8	68.8
Female	86.0	85.8	85.1	86.0	N.D.
Male	80.0	79.7	57.7	81.6	N.D.
Gender X	67.5	48.2	79.9	66.8	N.D.
Foster Care			53.3	53.3	58.5
Homeless	59.4	59.2	60.9	63.2	N.D.
Migrant	75.5	74.4	77.2	78.5	79.1

\*Notes: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. Data from the Washington State Report card.

Figure A8: compares the reset targets to the ESSA targets for the All Students group for the Four-Year Graduation Rate indicator.

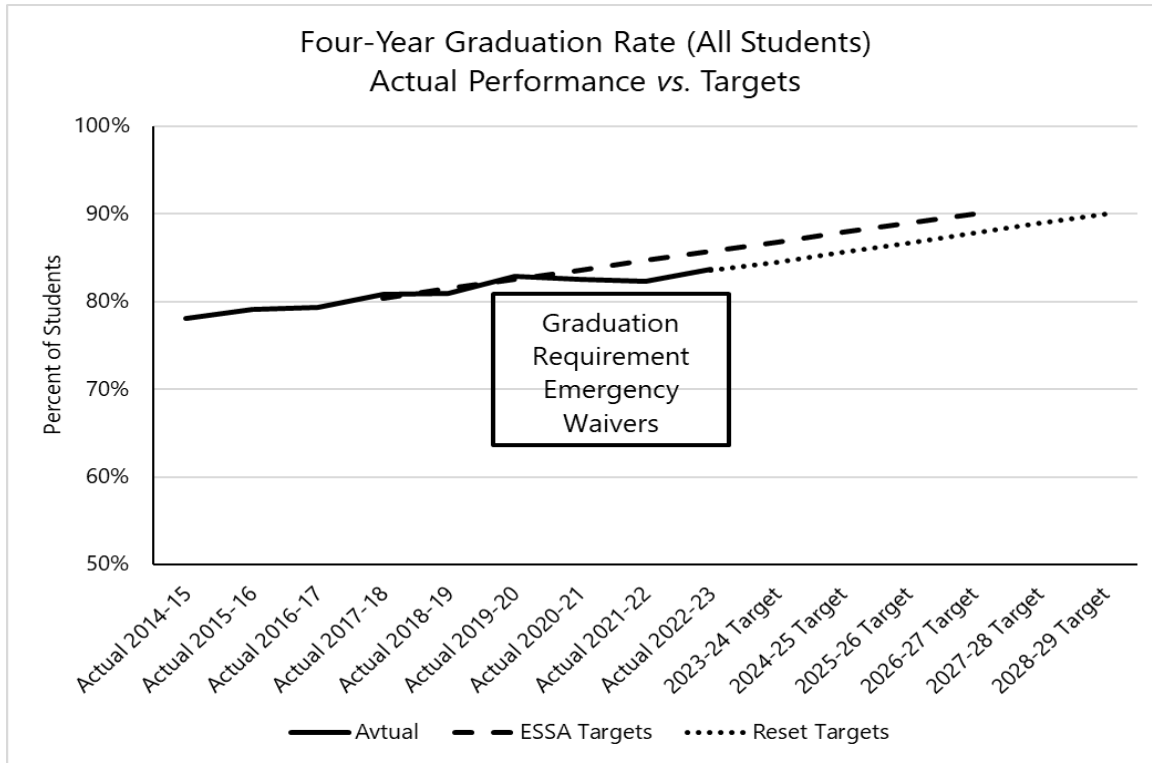
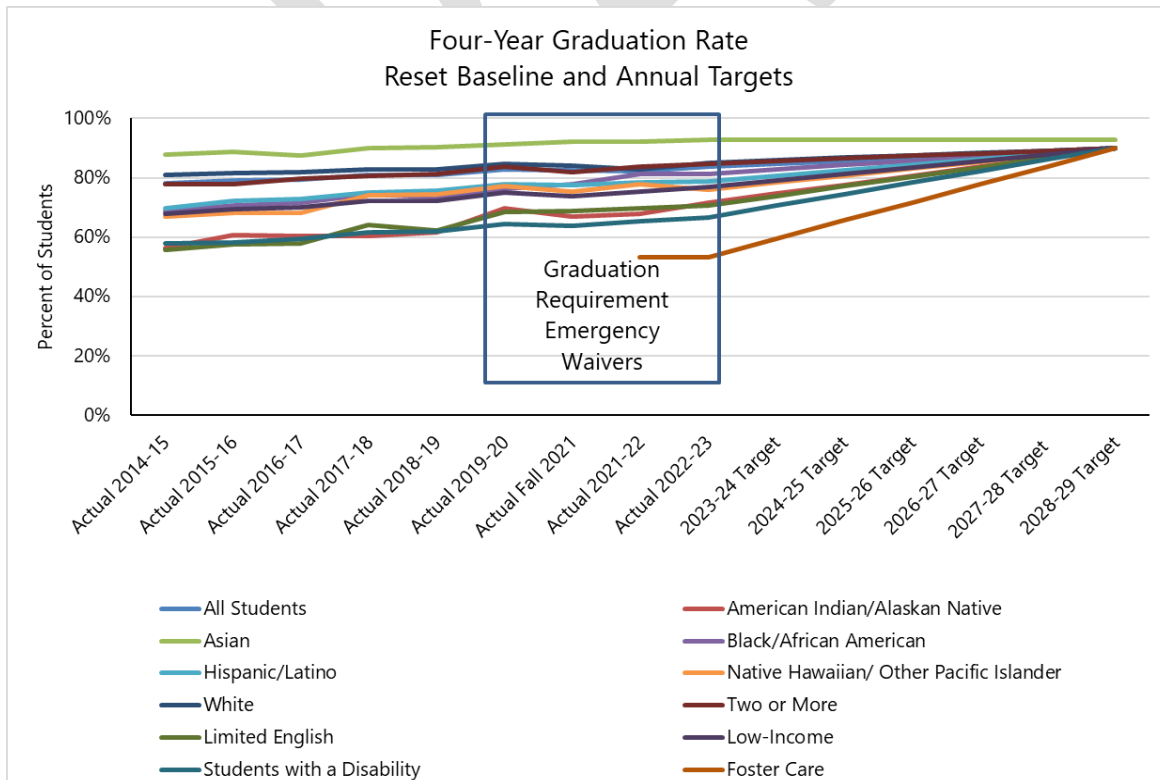


Figure A9: shows the annual targets and endpoint goal for the Four-Year Graduation Rate indicator.



## READINESS FOR COLLEGE COURSEWORK

The indicator is the percentage of high school graduates who bypass developmental (or remedial) courses in college during the year immediately following graduation from high school. The measure includes only the recently graduated high school students who were enrolled in higher education and who did not enroll in non-credit bearing or developmental English or math courses in either the fall or spring quarters.

After submission of the 2022 Indicators of the System Health Report, the Educational Research and Data Center (ERDC) updated their dashboard showing remedial course-taking. The dashboard update provided remedial course-taking patterns for all student groups by content area and by institution of enrollment (2-Year CTC and 4-Year Colleges). This change made the original annual targets obsolete, as the original targets did not differentiate by institution type.

After resetting the baseline and adjusting annual targets to meet the 90 percent endpoint goal in 2029, the All Students, Native American or Alaskan, Asian, Black and African American, Hawaiian and Other Pacific Islander, White, and the English Learner student groups met the group's annual target. The most recent results and reset annual targets are shown on Table 5 and Figure A10-A11.

Table 5: shows the percentage of recent high school graduates enrolling directly into credit-bearing courses at 2-Year community and technical colleges (CTC) by student group and by year.

<b>Readiness for College Course Taking – 2-Year CTC</b>	<b>2017-18 Graduates</b>	<b>2018-19 Graduates</b>	<b>2019-20 Graduates</b>	<b>2020-21 Graduates</b>	<b>2020-21 Reset Target</b>
All Students	66	70	75	78	78
American Indian / Alaskan Native	60	53	69	80	73
Asian	72	75	80	83	82
Black / African American	56	61	67	71	71
Hispanic / Latinx	52	62	69	69	73
Hawaiian or Pacific Islander	68	69	76	76	75
White	71	75	81	81	81
Two or More	69	70	77	78	79
Limited English	43	48	57	65	63
Low-Income*	58	62	69	72	73
Students with Disabilities	53	54	60	63	65
Female	65	70	75	78	N.R.
Male	67	71	76	78	N.R.

\*Notes: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. means not reported. Annual targets are rounded to the nearest whole number to match the practice of the data source provider. Data from the Washington Educational Research and Data Center.

Figure A10: compares the reset targets to the ESSA targets for the All Students group for the Readiness for College Coursework (2-Year CTC) indicator.

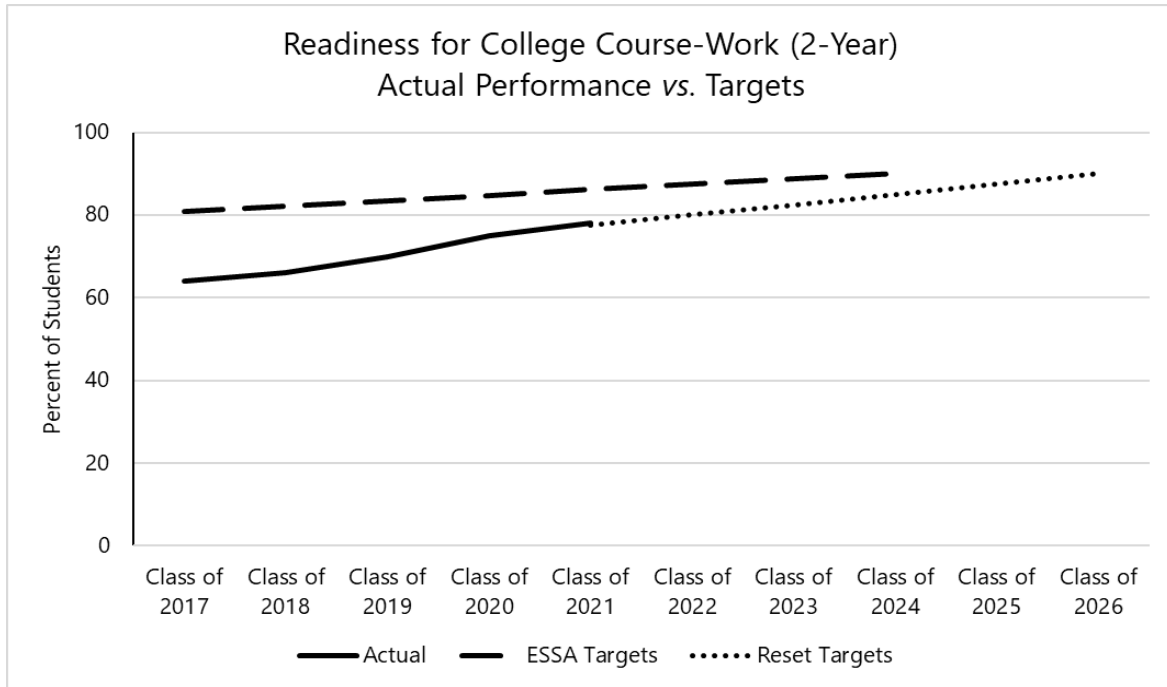
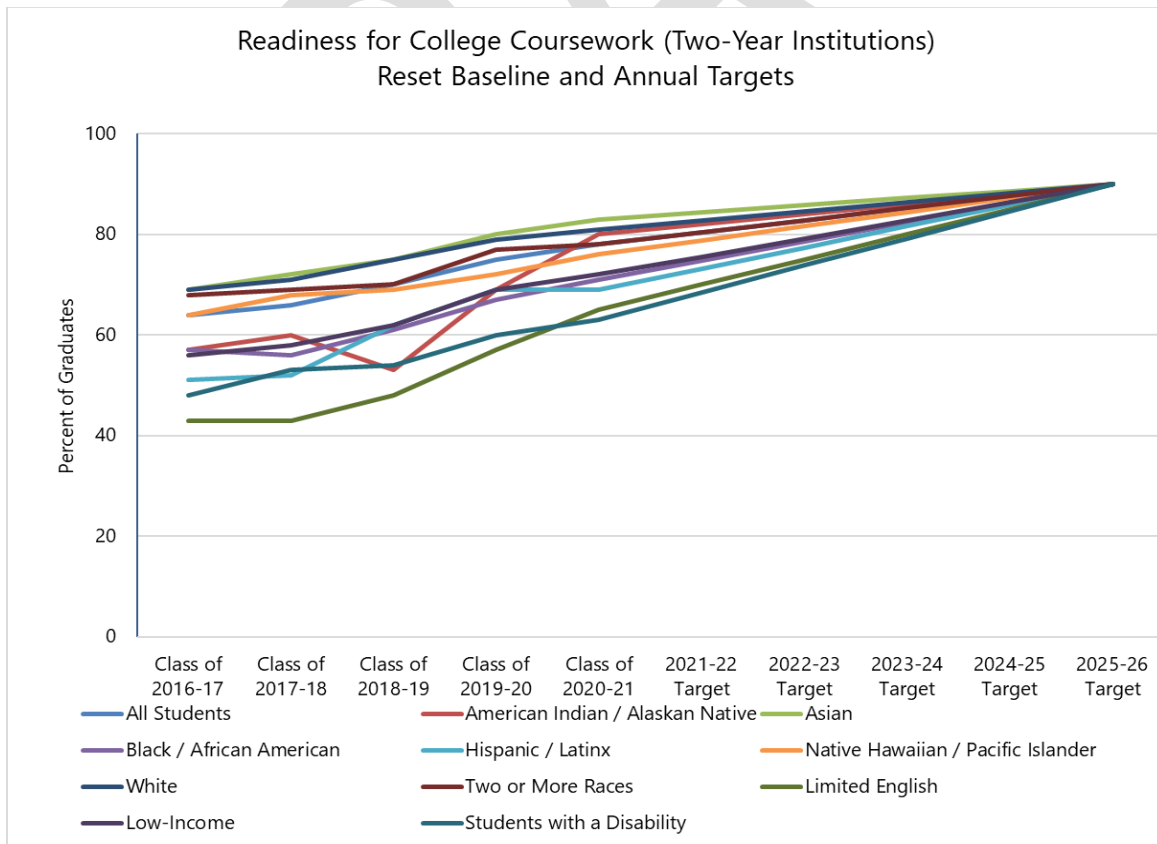


Figure A11: shows the annual targets and endpoint goal for the Readiness for College Coursework (2-Year CTC) indicator.



After resetting the baseline and adjusting annual targets to meet the 90 percent endpoint goal in 2029, all of the student groups (except for the Special Education student group) met the group’s annual target. The most recent results and reset annual targets are shown on Table 6 and Figures A12-A13.

Figure 6: shows the percentage of recent high school graduates enrolling directly into credit-bearing courses at 4-Year higher education institutions by student group and by year.

<b>Readiness for College Course Taking – 4-Year</b>	<b>2017-18 Graduates</b>	<b>2018-19 Graduates</b>	<b>2019-20 Graduates</b>	<b>2020-21 Graduates</b>	<b>2020-21 Target</b>
All Students	88	89	89	92	89
American Indian / Alaskan Native	86	90	78	81	80
Asian	97	97	97	98	90
Black / African American	82	83	83	90	84
Hispanic / Latinx	80	86	85	87	86
Hawaiian or Pacific Islander	75	79	70	84	73
White	88	89	89	91	89
Two or More	87	88	91	92	90
Limited English	80	78	80	89	82
Low-Income*	82	85	83	89	84
Students with Disabilities	63	70	73	72	76
Female	87	89	89	92	90
Male	89	90	91	93	90

\*Notes: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. means not reported. Annual targets are rounded to the nearest whole number to match the practice of the data source provider. Data from the Washington Educational Research and Data Center.

Figure A12: compares the reset targets to the ESSA targets for the All Students group for the Readiness for College Coursework (4-Year Institutions) indicator.

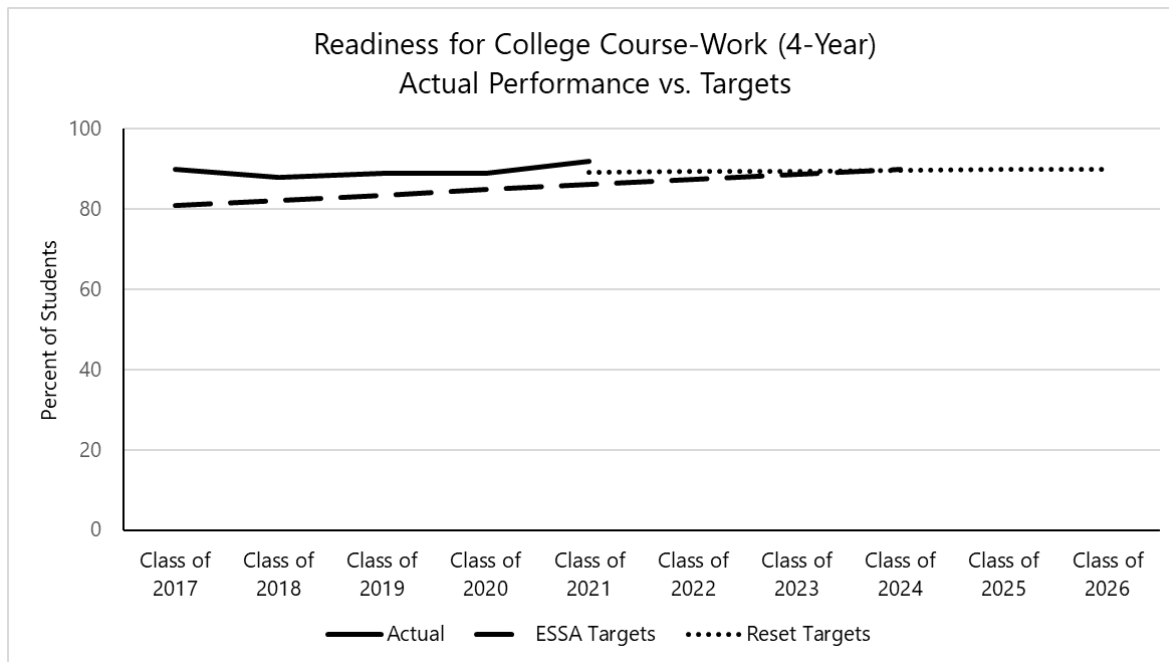
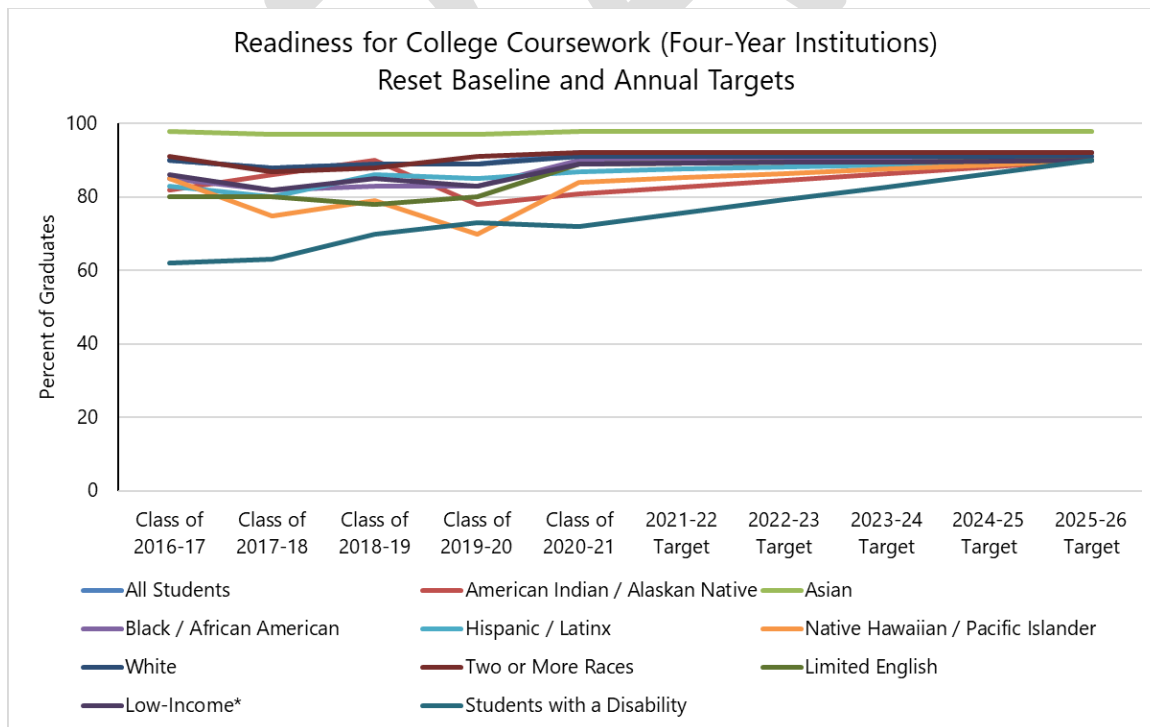


Figure 13: shows the annual targets and endpoint goal for the Readiness for College Coursework (4-Year higher education institutions) indicator.



Note: student groups currently at or above the 90 percent endpoint goal are expected to maintain that level through the graduation class of 2026.

## POSTSECONDARY ENGAGEMENT

The measure is the percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 2<sup>nd</sup> quarter and the percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 4<sup>th</sup> quarter after graduation is required in the authorizing legislation (Figure 14 and Figure 15).

After resetting the baseline and adjusting annual targets to meet the 90 percent endpoint goal in 2029, none of the student groups met the group's annual target. The most recent results and reset annual targets are shown on Table 7 and Figures A14-A15.

Table 7: shows the percentage of high school graduates who enrolled in post-secondary education, training or were employed in the 2<sup>nd</sup> quarter by student group and by year.

<b>2<sup>nd</sup> Quarter Postsecondary Engagement</b>	<b>2018-19 Graduates</b>	<b>2019-20 Graduates</b>	<b>2020-21 Graduates</b>	<b>2021-22 Graduates</b>	<b>2021-22 Reset Target</b>
<b>All Students</b>	<b>81.3</b>	<b>75.9</b>	<b>77.6</b>	<b>77.4</b>	<b>79.3</b>
American Indian / Alaskan Native	65.6	57.9	61.1	60.0	65.3
Asian	87.8	83.8	84.9	84.7	85.6
Black / African American	81.8	77.8	80.7	79.4	82.0
Hispanic / Latinx	78.4	72.1	74.2	74.5	76.5
Native Hawaiian / Pacific Islander	72.5	68.2	70.4	70.5	73.2
White	81.8	76.4	77.9	77.6	79.6
Two or More Races	80.7	77.0	78.3	78.3	79.9
Limited English	70.4	64.6	68.2	68.3	71.3
Low-Income*	76.5	70.6	73.3	73.5	75.7
Students with a Disability	61.2	54.4	60.7	61.5	64.9
Female	84.2	79.3	80.4	79.6	81.8
Male	78.5	72.5	74.7	75.1	76.9

\*Notes: refers to the students qualifying for the Free and Reduced Price Lunch program. Data from the Washington Educational Research and Data Center.

Figure A14: compares the reset targets to the ESSA targets for the All Students group for the Postsecondary Engagement (2<sup>nd</sup> quarter after graduation) indicator.

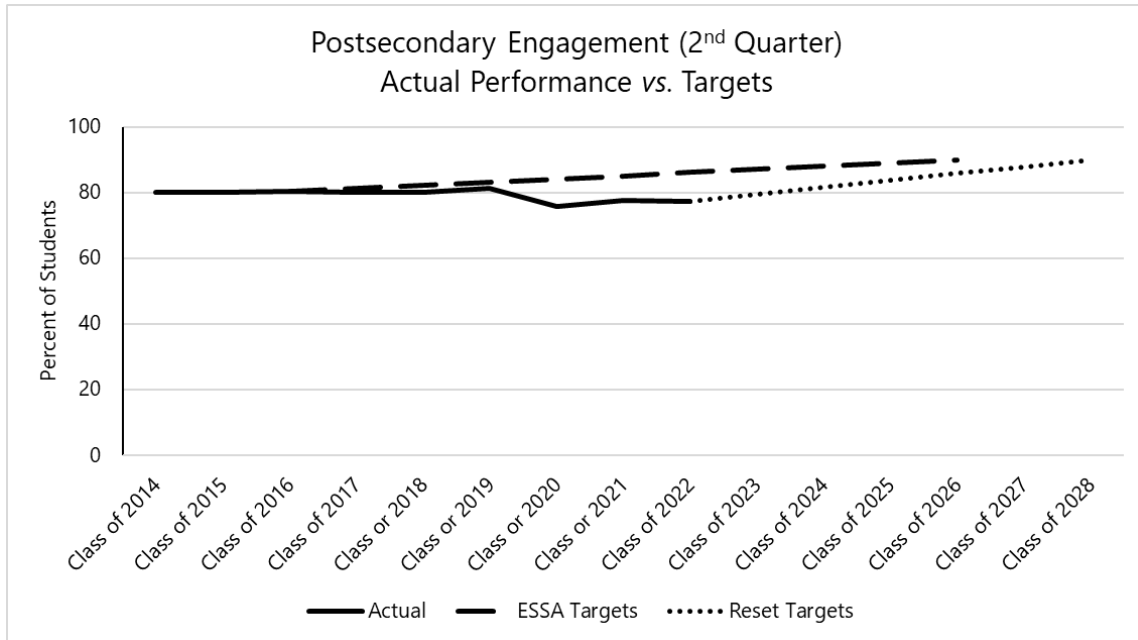
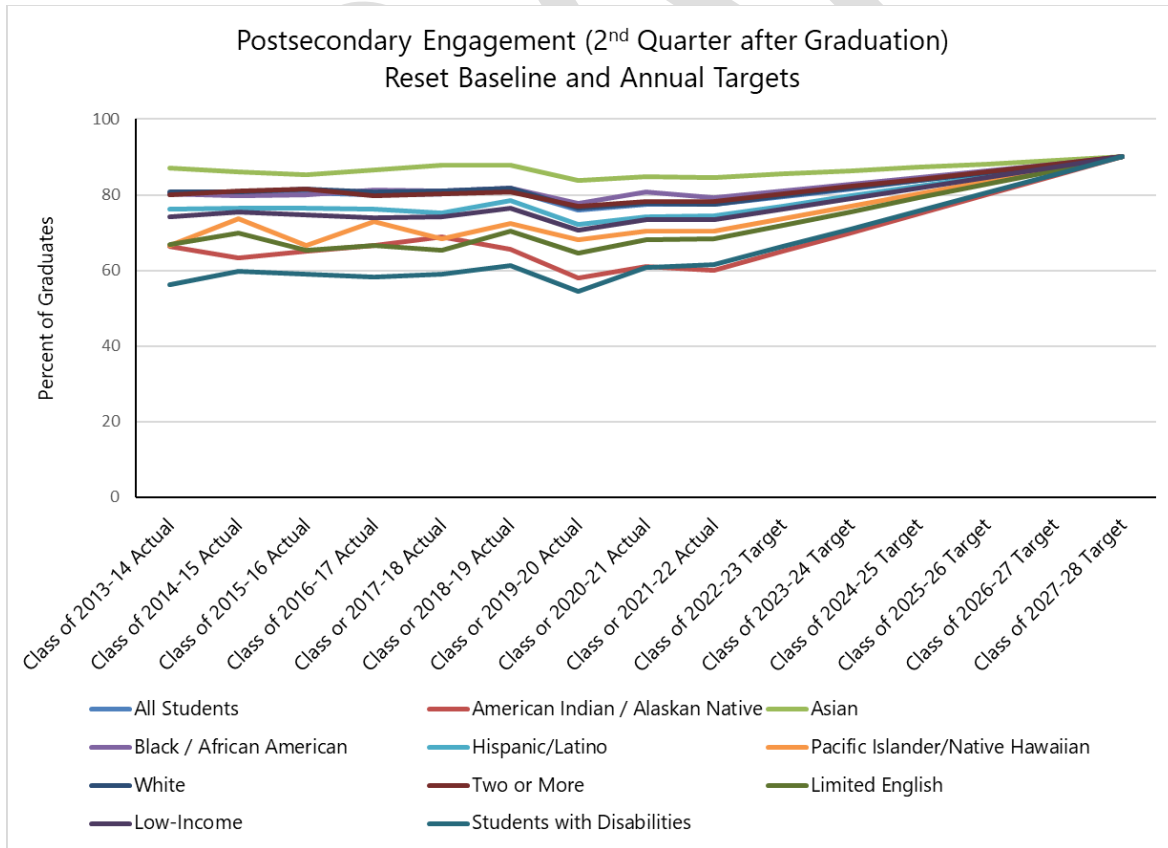


Figure 15: shows the annual targets and endpoint goal for the Postsecondary Engagement (2<sup>nd</sup> quarter after graduation) indicator.



The percentage of high school graduates who were enrolled in post-secondary education, training or are employed in the 4<sup>th</sup> quarter after graduation is required in the authorizing legislation.

After resetting the baseline and adjusting annual targets to meet the 90 percent endpoint goal in 2029, The Asian and the Black and African American student groups were the only student groups meeting the group’s annual target. The most recent results and reset annual targets are shown on Table 8 and Figure A16-A17.

Table 8: shows the percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 2<sup>nd</sup> quarter by student group and by year.

<b>4<sup>th</sup> Quarter Postsecondary Engagement</b>	<b>2018-19 Graduates</b>	<b>2019-20 Graduates</b>	<b>2020-21 Graduates</b>	<b>2020-21 Reset Target</b>
<b>All Students</b>	77.4	76.9	78.2	78.8
American Indian / Alaskan Native	60.3	60.0	61.9	64.3
Asian	85.2	84.0	85.1	84.8
Black / African American	73.7	76.8	79.8	78.7
Hispanic / Latinx	75.1	73.8	75.1	76.1
Native Hawaiian / Pacific Islander	67.4	70.2	71.7	73.0
White	78.0	77.4	78.7	79.2
Two or More Races	76.6	78.0	78.7	79.7
Limited English	67.4	67.6	68.8	70.8
Low-Income*	71.6	72.0	73.7	74.6
Students with a Disability	55.5	58.2	62.3	62.7

\*Notes: refers to the students qualifying for the Free and Reduced Price Lunch program. Data from the Washington Educational Research and Data Center.

Figure A16: compares the reset targets to the ESSA targets for the All Students group for the Postsecondary Engagement (4<sup>th</sup> quarter after graduation) indicator.

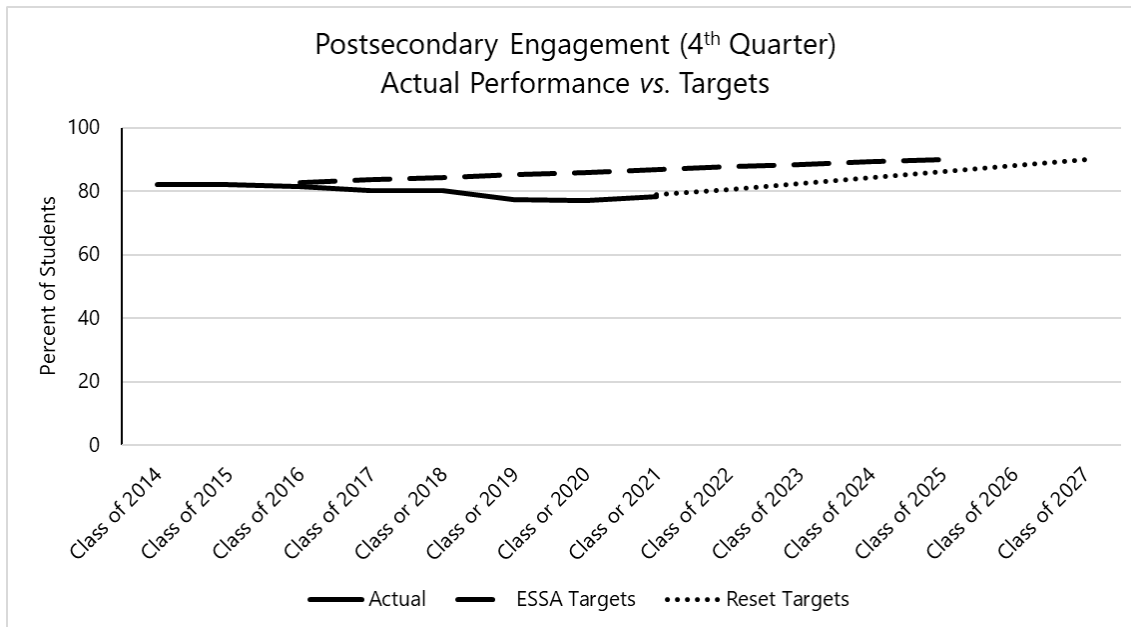


Figure 17: shows the annual targets and endpoint goal for the Postsecondary Engagement (4<sup>th</sup> quarter after graduation) indicator.

